

Northside Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Northside Elementary School
Street	860 Cave Valley Road
City, State, Zip	Cool, CA 95614
Phone Number	(530) 885-4079
Principal	Carrie Arnett
Email Address	carnett@bomusd.org
School Website	northside.bomusd.org
County-District-School (CDS) Code	09737836005623

2022-23 District Contact Information

District Name	Black Oak Mine Unified School District
Phone Number	(530) 333-8300
Superintendent	Jeremy Meyers
Email Address	jmeyers@bomusd.org
District Website Address	www.bomusd.org

2022-23 School Overview

School Mission Statement

Northside STEAM School is located in the Foothills on highway 49 in the town of Cool. Northside is one of 6 schools in the Black Oak Mine Unified School District and serves students in grades TK-6. As of the 2021-22 school year, the site also houses a State preschool. The mission of Northside STEAM School is to enrich and engage our students through a rigorous project-based curriculum infused with Science, Technology, Engineering, Arts, and Mathematics. Our new motto, "Educating the Whole Child," denotes our commitment to not only providing a rigorous and engaging curriculum, but our dedication to supporting the social-emotional well-being and growth of our students. We believe learning comes from making connections between ourselves, our community, and the world beyond. We believe citizens are created by practicing responsible stewardship of ourselves, our community and our world. We believe that to be a learning community means to believe that learners are more than the sum of all of their parts, they are a part of an interconnected system comprised of their environment, creating the whole child.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	39
Grade 2	34
Grade 3	25
Grade 4	25
Grade 5	38
Grade 6	42
Total Enrollment	255

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.4
Asian	1.6
Black or African American	0.0
Filipino	0.4
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.5
White	74.1
English Learners	1.2
Foster Youth	1.6
Homeless	2.7
Migrant	0.0
Socioeconomically Disadvantaged	37.3
Students with Disabilities	19.6

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	100.00	51.70	85.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.30	0.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.40	7.36	12115.80	4.41
Unknown	0.00	0.00	4.10	6.82	18854.30	6.86
Total Teaching Positions	13.00	100.00	60.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The BOMUSD purchases instructional materials for Northside STEAM School through a curriculum-adoption process that aligns itself with the state adoption timelines and participates in a curriculum review and adoption process facilitated by the El Dorado County Office of Education. In 2021, the district updated all K-6 math curriculum and supplemental curriculum with Renaissance digital platform offering curriculum in reading, math, social studies and science. This was an important addition to provide additional content for our independent study students and provide intervention to address learning loss from the previous year due to distance learning.

Our science program uses the adopted NGSS in coordination with Scott Foresman Science is used in grades K-5 and Prentice Hall science textbooks for the sixth grade. Our new science lab garden provides an outdoor learning environment for the exploration of earth, life and physical science.

Common Core State Standards, Northside STEAM School and the district Local Control and Accountability Plan (LCAP) guide the instructional program at Northside STEAM. Leadership of the school is a team effort based on the philosophy of shared decision-making. Parents, teachers and classified employees are actively involved in the decision-making process. Parent input is derived through the School Site Council and informal parent meetings.

Year and month in which the data were collected	1/12/2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2016	Yes	0%
Mathematics	enVisionMath-Savvas Learning Company K-6/2021	Yes	0%
Science	Scott Foresman (K-5) /2002 Prentice Hall (6)/20025 Generation Genius K-6 science NGSS aligned	No	0%
History-Social Science	Studies Weekly K-6/2022	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

Northside STEAM School was built in the 1950s when there were about 200 students in attendance. In 1982, a multipurpose building was constructed, which included a stage, kitchen, classroom and office facilities. Since then, a grade 6-8 wing was added. Additional relocatable buildings were added in 1988 to house the increased population that had reached 720 by September 1992. In 1995, Northside STEAM School completed an expansion project that included a new library and administration wing, six classrooms and two PE changing rooms. Modernization funds were used during the summer of 2001 to upgrade that portion of the facilities built in the 1950s. New heating, air-conditioning, bathrooms and computer connectivity were added. Landscaping improvements and facility upgrades keep the school fresh and appealing.

The site and district custodial staff maintain all buildings on a regular basis; safety is a top priority. The custodial and maintenance staff consists of one custodian who provides services during the school hours, one custodian who works during evening hours and one grounds maintenance person.

In 2013-14, Northside STEAM completed three major construction projects funded by Measure G: our new kindergarten building; new special day class (SDC) classroom facilities; and refurbishment of the remaining campus buildings, including the lab and garden room.

In 2020 the site installed new

In 2021 the multipurpose room (gym/cafeteria) received a new roof and the blacktop on campus was resurfaced. Due to Covid, safety updates to our

Year and month of the most recent FIT report

10/23/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	52	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	48	N/A	32	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	136	132	97.06	2.94	51.52
Female	70	68	97.14	2.86	52.94
Male	66	64	96.97	3.03	50.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	58.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	100	97	97.00	3.00	48.45
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	54	52	96.30	3.70	48.08
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	21	95.45	4.55	19.05

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	136	133	97.79	2.21	48.12
Female	70	68	97.14	2.86	41.18
Male	66	65	98.48	1.52	55.38
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	100	98	98.00	2.00	52.04
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	54	53	98.15	1.85	41.51
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	21	95.45	4.55	19.05

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	43.24	27.63	30.14	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	40	37	92.5	7.5	43.24
Female	19	17	89.47	10.53	47.06
Male	21	20	95.24	4.76	40
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	28	93.33	6.67	46.43
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	14	93.33	6.67	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	85	85	85	85	85
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parent involvement is an integral component of any successful school, and is a priority at Northside STEAM School. We are fortunate to have an active parent volunteer program. Parents volunteer in the classroom, on field trips, for yard supervision and special projects. Our active PTA supports the educational and enrichment programs at Northside STEAM School. The PTA provides opportunities for community events such as our annual Harvest Festival, Holiday Drive Thru Parade, various fundraising activities and family nights. We offer many options for parents to communicate with our school. We maintain a presence on social media, and we utilize Class Dojo schoolwide for communication. Monthly Coffee with Carrie (principal) has been an opportunity for parents to have a less formal option for communicating. The district also supports parent involvement and communication through our Parent Education series offered by the superintendent and monthly podcasts.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	286	271	63	23.2
Female	146	137	30	21.9
Male	140	134	33	24.6
American Indian or Alaska Native	1	1	1	100.0
Asian	4	4	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	50	48	17	35.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	15	14	3	21.4
White	204	194	39	20.1
English Learners	3	3	1	33.3
Foster Youth	4	4	0	0.0
Homeless	11	11	3	27.3
Socioeconomically Disadvantaged	108	102	33	32.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	64	19	29.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.32	2.45
Expulsions	0.00	0.22	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.34	0.70	0.79	2.90	0.20	3.17
Expulsions	0.00	0.00	0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.70	0.00
Female	0.68	0.00
Male	0.71	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.49	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	0.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.54	0.00

2022-23 School Safety Plan

We emphasize providing a safe environment for our students and regularly conduct safety inspections of our campus with site and district maintenance. A continuous monitoring of potential safety concerns are evaluated at monthly staff meetings. We conduct systematic evacuation and emergency drills on a monthly basis. The local fire department, emergency medical technicians and ambulance service are in close proximity to our school and provide immediate response. Our school has a closed campus, which allows for a well-supervised environment. More detailed information on our safety and evacuation procedures is in our school safety plan. Included is the district Re-Opening and Protocol plan in response to the Covid-19 pandemic. The school safety plan was last reviewed, updated and discussed with the school faculty in October 2021.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		2	1
1	17	1		
3	23		1	
4	25	1	2	
5	25	1	2	
6	26	1		1
Other	23	2	3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		1	1
1	18	1		
2	18	1		
4	21	1	2	
5	21	1	2	
6	23	1	2	
Other	20	2	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30	1		1
1	21		1	
2	23		1	
3	24		1	
4	23		2	
5	19	1	2	
6	22	1	2	
Other	19	3	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,459	\$3,501	\$7,916	\$73,026
District	N/A	N/A	\$8,870	\$67,121
Percent Difference - School Site and District	N/A	N/A	-11.4	8.4
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	18.2	0.0

2021-22 Types of Services Funded

Technology and Services

Technology: Northside STEAM School is continually in the process of upgrading the technology that is available to both students and staff through the purchase of Chromebooks for every student in grades 3-6. Recently the district upgraded all classrooms with a technology package that includes a Newline 75" flat panel, FrontRow Juno Speaker, Ladibug DC170 Document Camera, and an E-Box motorized stand for the flat panel . In addition to all of that, we also equipped each teacher with an HP Chromebox G2 and an HP Chromebook G5. Additionally, Northside STEAM has web-based programs that support student learning in language arts and mathematics. Accelerated Reader and Lexia provide the opportunity for students to improve and accelerate their progress in reading fluency and comprehension, and EnVisionMath program facilitates mathematical understanding for students at-risk, as well as providing advanced support for students.

Technology Instruction: With the addition of the new Smarter Balanced Assessment Consortium (SBAC), or California Assessment of Student Performance and Progress (CAASPP), an integrated testing model that includes computer use with state assessments, students at Northside STEAM receive direct instruction in computer keyboarding with a certificated specialist (grades 4-6) and in classroom instruction (grade 3). **Support Services:** Support services for the school include a before- and after-school child-care program, TLC; a Parent Resource Center; a library technician; and a music program for grades 4-6.

Special Services Program: In public-school settings, there are times when students need additional support to achieve academic success. Teachers, parents and students work together to identify how best to serve an individual learner's needs through the Student Study Team (SST) process.

Program Options

- Response to Intervention
- Reading Support: Students may receive additional support from a reading support aide in systematic explicit instruction in phonics and reading fluency as needed
- Counseling: Northside STEAM School has a one-day-per-week New Morning therapist and EHRMS therapist, a two-day-per-week school counselor and a Primary Intervention Program specialist available to help students who are struggling with developmental or emotional issues that affect their learning progress
- Full Inclusion: All day in general-education classes with special-education supports; examples of support are:
- Special-education teacher co-teaches with general education
- Instructional aide goes into the general education class
- Special-education teacher consults with general education teacher on a regular basis
- Partial: Classes for less than 50 percent of the day. Special instruction, tutoring assistance, academic support classes and other services by special education staff. More than 50 percent in general education classes.
- Mild/Moderate: Students require more intensive services for the majority of their day. These students might be on a certificated track and/or be taking the California Alternate Performance Assessment (CAPA).

Terms and Services

- Resource specialist: The resource specialist teacher provides instructional support services to students with mild disabilities. Resource specialist teachers are available at all schools. These instructional services are designed to support students who are having difficulty with the general education curriculum in the areas of reading, writing and mathematics. Services are provided in the general education classroom ("pushin" model) or in a separate classroom ("pull-out" model), individually or in small groups.
- Psychologist: Psychological services are provided to students referred for assessment or consultation as part of the Student Study Team (SST) and Individualized Education Plan (IEP)
- El Dorado County Office of Education services: The following services at Northside STEAM are currently provided by the El Dorado County Office of Education as needed: Speech and language Occupational therapy Vision services Additional services include: Counseling, New Morning Youth & Family Services family therapy and the Primary Intervention Program
- Special education: Many different types of programs are provided for students with exceptional needs. Northside STEAM students receive the following services locally or from the county office of education.
- Communicatively Handicapped classes for students who have severe language delays, deafness, a speech handicap (K-5) or are hard of hearing
- Learning Handicapped program for students who have a learning disability and/or behavior disorder that interferes with the learning process
- Severely Handicapped program for students whose instructional program may need to be altered due to physical limitations or health reasons

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,421	\$46,419
Mid-Range Teacher Salary	\$60,382	\$69,902
Highest Teacher Salary	\$83,205	\$97,912
Average Principal Salary (Elementary)	\$112,196	\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)	\$125,045	\$122,212
Superintendent Salary	\$157,107	\$150,971
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Northside STEAM School continuously upgrades the skills and knowledge of its educational team through a variety of professional development activities. These include district professional development days, site Professional Learning Communities, conferences, workshops and participation in professional development offered by the county office of education. Northside students are released early on Wednesdays so staff can participate in Professional Learning Communities. During this time, grade-like teams work on ELA and Math articulation and site goals. This time is also used to train staff on any newly adopted curriculum. Teacher leaders take an active role in planning and implementing staff development. Specifically in the 2022-23 school year, Northside teachers have participate in SEL Toolbox training and county SEL Community of Practice offered by El Dorado County Office of Education.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	